2018 Annual Report to The School Community

School Name: Rangeview Primary School (5431)

- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School

Attested on 28 March 2019 at 12:50 PM by Elizabeth Barr (Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

To be attested by School Council President

About Our School

School context

Rangeview Primary School is located within the established eastern metropolitan suburb of Mitcham in the City of Whitehorse and is part of the Riversdale Network of Schools in the North Eastern Victoria Region. In 2019 the school will celebrate its 25th anniversary as Rangeview PS, having arisen from two school mergers in the early 1990s encompassing Verdale, Heatherdale, and Eastmont primary schools.

The school's site capacity was capped at 525 students in 2006 and the student enrolment has been relatively steady around 560 to 580 students. But it is anticipated that the school will grow to 625 students in 2020. The current enrolment sits at 610 and the school is confident of maintaining its enrolments with the current 103 foundation enrolments for 2019. The anticipated growth is in part due to the smaller group of year 6 students (61 students) exiting in at the end of 2019.

The school's Student Family Occupation (SFO) density has ranged between 0.2474 and 0.29 over the last 4 year period indicating a school community with a high overall socio-economic status, and suggesting that student means could be expected to be well above the State results.

The proportion of students with a language background other than English (LBOTE) is mid-high and attracts a small amount of additional funding in the Student Resource Package (SRP) to support the learning needs of EAL students. There are currently 24 classes, the majority of which are structured in year levels except in year 5 and 6. The staffing profile has reflected the enrolment trend remaining relatively steady with minimal staff movement. The leadership profile includes three principal class officers with 32.6 EFT teachers. The 11.6 education support (ES) staff provide administrative support, some learning intervention, EAL tutoring and support for PSD students. The teaching teams are built around new staff with experienced staff.

In 2017 staff, students and parents contributed to the School Self Assessment and the future direction in the School Strategic Plan 2018-2021 for the school review with 3 school goals:
•   To maximise learning growth across all areas of the curriculum
•   Students to understand themselves as learners and the capacity for student agency
•   To build an inclusive community that celebrates diversity
In 2019 our AIP will focus on:
•   Writing workshop model and the craft of writing
•   The instructional model across curriculum and specialist areas
     Students to understand themselves as learners and the capacity for student agency and introducing 3 way conferences for our reporting process
     Embedding a whole school community approach to a positive learning climate

A broad range of specialist and extra-curricular programs are offered across the school. Visual arts, performing arts, physical education, German (LOTE) and Digi Tech (for level 5-6) introduced in 2018 are the school's F-6 specialist provision. A focus on technology sees all classrooms with interactive whiteboards or large flat screen televisions and a range of hardware resources including desk top, laptops and iPads. A research-based decision to pursue portable tablet technology and an optional 'bring-your-own-device' (BYOD) iPad program has been implemented with students in from Foundation to year 6, originally starting in 2014 in Foundation and year 4. It is now fully established BYOD iPad program across all levels since 2016.

Parent engagement is high with an active school council and parent community. The school's website provides rich information and offers parent input via surveys and blogs and consultation is ongoing.

Working bees are well attended and fundraising is strong. There is a commitment to continuously improving the physical learning environment for students. The outdoor areas offer a range of play opportunities and in recent times the school has created a large vegetable garden from unused and underdeveloped space adjacent to the oval underpinning the current flora and fauna focus.

Strong community pride extends into the internal learning environment. A number of relocatable mod 5 buildings provide additional classrooms. A permanent stand-alone building houses the ICT lab to be converted to a STEM space. A more recent focus on facility development has resulted in the creation of a master plan to maximise playground space and enhance classroom connectedness. It includes the addition of four mod 5 buildings, the removal of the aged mod 2 buildings and the re-positioning of existing buildings. The three mod 5 additions have been located to form a senior learning hub. The large BER multipurpose building offers substantial space for indoor

physical education, performing arts, instrumental music, a well-appointed teaching kitchen for student cooking tasks and the space for OSHClub and outside sporting groups as a community hub.

Framework for Improving Student Outcomes (FISO)

In 2018 the FISO network has schools that are focussing on the instructional model in writing. The visits to each school in 2017 enabled the schools to view practice and evaluate the consistency of the instructional model. In 2018 we had combined writing moderation session.
As a school we have focussed on:
•   Literacy PLC and restructured leadership model with learning specialists and Curriculum AP
•   Agreed whole school instructional model for Writing
•   Literacy coaching and modelling (0.2 release) by the learning specialists and targeted professional learning
•   FISO network focus on instructional model and school visits and shared data
•   Collective responsibility for student data ensuring12 month progress and strategies in place for all abilities
All PDPs (Performance and Development Plans) include Writing targets and the agreed instructional model.

Achievement

Achievement Goal: To maximise learning growth for every student. Focus - Writing.
Outcomes
With a whole school focus on writing in 2018, excellent student achievement has been achieved and is evident in teacher judgement and NAPLAN results. NAPLAN results are higher than state results and higher than similar school results. In 2018 we have increased the percentage of students with medium and high growth in writing from year 3-5, reducing the percentage of students with low growth. This increase is further evident across all literacy areas and numeracy.
In 2019
•   Introduce the Professional Learning Community structure to collaborative planning sessions to evaluate data and determine point of need for students, to drive planning.
•   Collective efficacy – team approach to learning for all students.
•   Professional development - data literacy focus (NAPLAN, Progression Point data sheets, data by level, Panorama reports).
•   Continued focus on the Writing Traits, including the Seven Steps to Writing Success.
•   Consolidate the whole school instructional model for Writing.
•   Continued professional learning, peer observation with feedback – Writing Workshop.
•   Ongoing review of Assessment Schedules in Literacy and Maths.
•   Triangulation of assessment of students achieving above level.
•   Moderation of assessment tasks within and across levels.
•   Consolidate planning documents with the instructional model.
•   High Impact Teaching Strategies – focus feedback, questioning and metacognition.
The introduction of collaborative planning in 2018, enabled evaluation of student outcomes to be ongoing, collective and allowed an increased level of moderation of assessment tasks.

Engagement

Engagement Goal: Students to understand themselves as learners and the capacity for student agency
•   Refinement of student portfolios across the school and the introduction of 3 way conferences
•   Continuing Professional Learning to build staff capacity with student portfolios and rich assessment tasks
•   PLC implementation in 2019, following the training in 2018 with leaders and representatives across the school to drive implementation across the school– achieve a whole school authentic learning unit with the Harmony Day focus in term 1. Highly successful and repeated this year with a large peace symbol created on the oval with all students and staff and the Big Munch lunch to celebrate that 'We Belong'.

•	Introduction of DigiTech specialist area for level 5 and 6 with robotics, coding and programming, and throughout the school coding and programming in line with Victorian Curriculum with professional learning.

Wellbeing

Wellbeing goal: To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity.

This year we focused on embedding a whole school community approach to a positive learning climate. If students' understanding of the world and their place in it as global citizens is deepened, then inclusion and a respectful culture is fostered.

•	Delivery of a whole school unit on Inclusion and Diversity in Term 1.
•	Incorporation of the Start Up program and the Commonwealth Games to build on students' understanding of self, others, the wider community and the world.
•	Whole school observance of Harmony Day to celebrate the cultural diversity within the school population.
•	Level observance of specific celebration days / festivals supported by parents / carers. These included Chinese New Year and Diwali – Festival of Lights.
•	Introduction of the Rights, Resilience and Respectful Relationships Program across the school. Timetabled weekly sessions in every class built on the students' social and emotional learning and their understanding of respectful relationships and gender equity.
•	Continue with the Kids Matter initiative through the completion of Component Two – introduction of a school wide Social and Emotional Learning Curriculum.
•	Continue to develop and deliver a school wide eSmart program which scaffolds the students' awareness of cyber safety and promotes ethical online behaviour.
•	Deliver student, staff and parent eSmart information sessions.
•	Student Leadership team involved in support programs and initiatives across the school including; Peer Mediators, lunchtime sport sessions, Hot Chocolate Day and the building of a legacy project – The GaGa Pit.

This year student absence rates are lower than the state median and are similar to like school absence rates. Our Sense of Connectedness as reported by the students in the Student Attitudes to School Survey was lower than the state median but showed improvement from previous years. Our student perception on Management of Bullying as reported by students in the Student Attitudes to School Survey was greatly improved on previous years.

Financial performance and position

Rangeview has accumulated a surplus over a number of years. Capital expenditure has contributed to a number of significant projects - for example replacing carpet in the main buildings, new play equipment , replacement of older air conditioning units, decks and roof over the grade 3 and grade 2 hub. Plans are underway for future projects - cooling in the hall, shade sails, synthetic turf areas, creation of the STEM learning space from the under used computer lab, EAL tutoring program. Students and parents and staff are consulted on these projects,
Equity funding is allocated to our literacy support programs. We have allocated CAR funding in 2017 /2018 for the major rebuilding of retaining walls that were rotten and in need of replacement.
The finances of the school are well managed and programs well resourced. Parents are actively involved in fund raising and the school had a fete in 2018.

Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.

Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

School Profile

Enrolment Profile

A total of 584 students were enrolled at this school in 2018, 290 female and 294 male.

20 percent were EAL (English as an Additional Language) students and 1 percent ATSI (Aboriginal and Torres Strait Islander) students.

Overall Socio-Economic Profile

Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.

low	low-mid	mid	high
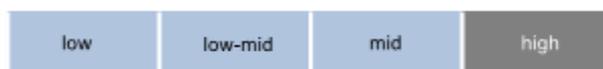
Parent Satisfaction Summary

Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual *Parent Opinion Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Staff Survey

Measures the percent endorsement by staff on School Climate, as reported in the annual *School Staff Survey*. The percent endorsement indicates the percent of positive responses (agree or strongly agree).

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

Performance Summary

Achievement	Student Outcomes	School Comparison
Teacher Judgement of student achievement Percentage of students in Years Prep to 6 working at or above age expected standards in: • English • Mathematics For further details refer to *How to read the Annual Report.*	Results: English 0 100 Results: Mathematics 0 100	Similar Similar

Performance Summary

Achievement	Student Outcomes	School Comparison
NAPLAN Year 3 The percentage of students in the top 3 bands of testing in NAPLAN at Year 3. Year 3 assessments are reported on a scale from Bands 1 - 6.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Similar Similar
NAPLAN Year 5 The percentage of students in the top 3 bands of testing in NAPLAN at Year 5. Year 5 assessments are reported on a scale from Bands 3 - 8.	Results: Reading Results: Reading (4-year average) Results: Numeracy Results: Numeracy (4-year average)	Similar Similar Higher Higher

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▢
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Achievement	Student Outcomes	School Comparison
NAPLAN Learning Gain **Year 3 - Year 5** Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation. NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.	**Reading** 17 % / 43 % / 40 % Low / Medium / High **Numeracy** 4 % / 44 % / 52 % Low / Medium / High **Writing** 22 % / 51 % / 27 % Low / Medium / High **Spelling** 24 % / 38 % / 38 % Low / Medium / High **Grammar and Punctuation** 14 % / 46 % / 40 % Low / Medium / High	NAPLAN Learning Gain does not require a School Comparison.

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ▮
Results for this school: ● Median of all Victorian Government Primary Schools: ◆

Engagement	Student Outcomes	School Comparison
Average Number of Student Absence Days Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays. Absence from school can impact on students' learning **School Comparison** A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected. Average 2018 attendance rate by year level:	Results: 2018 0 ──────────── 50 Few absences <------> Many absences Results: 2015 - 2018 (4-year average) 0 ──────────── 50 Few absences <------> Many absences	Similar Similar

Prep	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
94 %	94 %	94 %	95 %	94 %	93 %	94 %

Performance Summary

Wellbeing	Student Outcomes	School Comparison
Students Attitudes to School - Sense of Connectedness Measures the percent endorsement on Sense of Connectedness factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Lower Lower
Students Attitudes to School - Management of Bullying Measures the percent endorsement on Management of Bullying factor, as reported in the *Attitudes to School Survey* completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).	Results: 2018 0 — 100 Results: 2017 - 2018 (2-year average) 0 — 100	Lower Lower

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

Financial Performance - Operating Statement Summary for the year ending 31 December, 2018	
Revenue	**Actual**
Student Resource Package	$4,214,070
Government Provided DET Grants	$525,733
Government Grants Commonwealth	$7,166
Revenue Other	$20,682
Locally Raised Funds	$629,937
Total Operating Revenue	**$5,397,588**

Equity[1]	
Equity (Social Disadvantage)	$15,524
Equity Total	**$15,524**

Expenditure	
Student Resource Package[2]	$4,055,819
Books & Publications	$22,608
Communication Costs	$3,566
Consumables	$92,612
Miscellaneous Expense[3]	$227,279
Professional Development	$42,882
Property and Equipment Services	$353,476
Salaries & Allowances[4]	$289,801
Trading & Fundraising	$70,742
Utilities	$50,850
Adjustments	$87

Total Operating Expenditure	**$5,209,721**
Net Operating Surplus/-Deficit	**$187,867**
Asset Acquisitions	**$5,335**

Financial Position as at 31 December, 2018	
Funds Available	**Actual**
High Yield Investment Account	$228,782
Official Account	$68,391
Other Accounts	$207,868
Total Funds Available	**$505,042**

Financial Commitments	
Operating Reserve	$162,774
Other Recurrent Expenditure	$24,260
Funds Received in Advance	$86,022
School Based Programs	$900
Cooperative Bank Account	$16,795
Asset/Equipment Replacement < 12 months	$15,000
Capital - Buildings/Grounds < 12 months	$190,500
Maintenance - Buildings/Grounds < 12 months	$8,800
Total Financial Commitments	**$505,051**

(1) The Equity funding reported above is a subset of overall revenue reported by the school
(2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
(3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
(4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement
- student achievements in:
  - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
  - English and Mathematics for teacher judgements against the curriculum
  - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

Engagement
- student attendance and engagement at school
  - how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing
- Attitudes to School Survey (ATOSS)
  - Sense of connectedness
  - Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are **'Similar'** to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have **'Higher'** performance. Some schools have **'Lower'** performance than expected and receive targeted support to ensure that there is improvement.
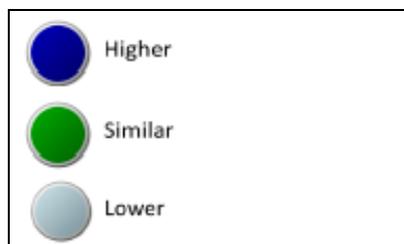
More information on School Comparison performance measures can be found at:
http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx

What does '*Data not available'* or *'ND'* mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').